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Home



Find out more about our goals and our focus in our philosophy statement (PDF 411KB)
(https://www.preschools.sa.gov.au/sites/default/files/ballara_park_kindergarten_philosophy.pdf).

Volunteering

If you'd like to volunteer with us, we'd love to hear from you. See volunteering in schools, preschool and children's centres
(<https://www.decd.sa.gov.au/supporting-students/parent-engagement-education/volunteers/volunteering-schools-preschools-and-childrens-centres>) and have a chat to us about how you can get involved.

We invite you to join the governing council, which meets twice a term to make sure the preschool runs smoothly. Read through what a governing council does
(<https://www.decd.sa.gov.au/sites-and-facilities/governing-councils/understanding-governing-councils/what-governing-council-does>) and speak to us to register your interest.

Acknowledgement of Country

We acknowledge the traditional owners of the land we are on and pay our respects to their Elders past and present, and extend that respect to other Aboriginal people who are present today.

Contact us

Preschool director: Mrs Cathy Hopkins

Phone: (08) 8296 2928

Fax: (08) 8358 1804

Email: dl.3608.leaders@schools.sa.edu.au

Street address: 9 Ormonde Avenue Warradale SA 5046

Postal address: 9 Ormonde Avenue Warradale SA 5046

What we offer

We offer a number of programs and services to support your child's early years learning (<https://www.decd.sa.gov.au/teaching/curriculum-and-teaching/primary-and-secondary-curriculum/curriculum-taught-south-australia>).

Preschool program from 2021

The new operating hours will be trialled for 2021 and will be reviewed in Term 3, where we will seek feedback from the community and the 2022 families on the start and finish times of the kindy.

Ballara Park Kindergarten parent handbook

www.preschools.sa.gov.au/ballara-park-kindergarten

Times

Your child can attend preschool for up to 15 hours per week. Children can attend 2 days per week. We will let you know which group your child will be attending at enrolment.

group 1

Monday	Tuesday	Wednesday	Thursday	Friday
8:45am - 3:15pm	8:45am - 3:15pm	-	—	8:30am - 12:30pm (odd weeks in Term 1, even weeks Term 2, 3 and 4)

group 2

Monday	Tuesday	Wednesday	Thursday	Friday
—	-	8:45am - 3:15pm	8:45am - 3:15pm	8:30am - 12:30pm (even weeks in Term 1, odd weeks Term 2, 3 and 4)

Fees

The parent contribution is \$190 per term. See our enrolment and fees page (<https://www.preschools.sa.gov.au/ballara-park-kindergarten/getting-started/enrolment-and-fees>) for more information.

What to bring

Your child needs to bring these items each day:

- bag
- broad-brimmed, legionnaire or sun-safe hat (without chin straps)
- change of clothes
- nappies if required
- drink bottle containing water
- healthy snack (2 piece of fruit)
- packed lunch.

Please write your child's name on all their belongings.

What not to bring

Children should not bring these things:

- food containing nuts (some children have nut allergies that can be dangerous)
- unhealthy food or drink (lollies, chocolate, chips, fizzy drinks)
- toys from home.

Additional information

Birthdays

We celebrate birthdays by singing to children, blowing out candles on our pretend cake and giving stickers. Please do not send food from home to share. Let us know your religious beliefs for birthdays or other celebrations that are important for your family.

Kindy Clothing

Clothing featuring Ballara Park Logo is available to order online. Please click on the following link to view and order.

<https://eduthreads.com.au/collections/ballara-park-kindergarten>
(<https://eduthreads.com.au/collections/ballara-park-kindergarten>)

Preschool closure days

During the year we have 4 days when we close the preschool for staff training and development. We try our best to balance the closure days between both preschool groups, however on occasion some training dates cannot be changed. We'll let you know of closure dates at the start of each term.

Please refer to our general information (PDF 515KB)
(https://www.preschools.sa.gov.au/sites/default/files/ballara_park_kindergarten_general_information.pdf).

Daily routine

A daily routine shows a typical day at kindy. This is also flexible to meet your child's needs and learning opportunities.

Time	Activity
8.45am	Kindergarten sessions begin
9.15am	Morning group time - followed by small group
9.40am	Indoor and outdoor intentional play.
12.00pm	Relaxation time and reconnect with a story and discussion

Ballara Park Kindergarten parent handbook

www.preschools.sa.gov.au/ballara-park-kindergarten

Time	Activity
12.30pm	Lunch time
1.00pm	Indoor and outdoor intentional play.
2.00pm	Afternoon snack if children are hungry
2.30pm	Pack up time.
2.45pm	Relaxation followed by a group time, we end the day with a story, songs and/or games
3.15pm	Kindergarten session ends

Disability support

There is support available for children with disability

(<https://www.education.sa.gov.au/supporting-students/children-disability-and-special-needs>). Talk to us for more information.

Enrolment and fees

When your child can start preschool

Your child is entitled to access 1 year of preschool.

If your child turns 4 before 1 May, they can start preschool at the beginning of the year. If your child turns 4 on or after 1 May, they can start the next year.

If you want to delay your child's start to preschool or you're not sure about when they should start, please talk to us about your options.

If your child is Aboriginal or under guardianship (in care) they are eligible for 12 hours of preschool after they turn 3. They will then be eligible for 15 hours per week of preschool in the year before they start school.

Early entry

Your child may be able to come to preschool 1 term earlier, in term 4 the year before starting their preschool year, if they:

- have additional needs or disability
- are learning English as an additional language or dialect
- are at significant risk because of family circumstances.

Early entry is for up to 6 hours per week, if places are available.

Access is decided on a case-by-case basis.

Please contact us if you want more information about early entry.

Enrolling your child

You can register your interest to enrol your child with us by using the preschool registration of interest form (<https://www.education.sa.gov.au/doc/preschool-registration-interest-form>).

Try to register your interest by 30 June, but you can do this any time during the year.

Priority will be given to children living in our catchment area. If you don't live in our catchment area (<https://www.preschools.sa.gov.au/ballara-park-kindergarten#location>) you should indicate at least 2 other preschool options on your form.

If we can give your child a place with us we'll send you an offer letter in term 3 (<https://www.decd.sa.gov.au/teaching/south-australian-state-schools-term-dates>). You can accept the offer by filling in and sending back the acceptance slip by the due date.

Before your child starts

We will contact you in October about an orientation session. This will be a 1-hour session where you can ask questions.

Before they start preschool your child can come to pre-entry transition visits. These will be in term 4 and are a chance for your child to meet our staff and other children.

Fees

We ask you to contribute towards the cost of your child attending preschool.

The parent contribution is \$760 per year. You can choose to pay the total amount at the beginning of the year or pay 4 instalments of \$190 each term
(<https://www.decd.sa.gov.au/teaching/south-australian-state-schools-term-dates>).

We offer other programs that may have an additional cost
(<https://www.preschools.sa.gov.au/ballara-park-kindergarten/getting-started/what-we-offer#ballaraparkprograms>).

When to pay

We will invoice you early each term and give it to you at kindy.

Payments are due by the due date on the invoice.

Please contact (<https://www.preschools.sa.gov.au/ballara-park-kindergarten#contact-us>) the director if you are having difficulty paying.

How to pay

Cash or cheque

You can pay cash or cheque at the kindy. Please put the payment in a sealed envelope with your child's full name on the front. Put the envelope in the payments box at kindy.

EFT information

You can pay by direct deposit.

BSB: 105114

Account number: 415598540

Please put your child's full name as the reference.

Immunisations

When you enrol your child you will be asked to provide evidence of their immunisation status
(<https://www.education.sa.gov.au/supporting-students/health-e-safety-and-wellbeing/early-childhood-services-immunisation-requirements>).

Reports and plans

National Quality Standard rating

Our services are assessed and rated against 7 quality areas of the National Quality Standard.



Overall Rating: Exceeding NQS

Quality Area Ratings

- | | | |
|----------|--|---------------|
| 1 | Educational program and practice: | Exceeding NQS |
| 2 | Children's health and safety: | Meeting NQS |
| 3 | Physical environment: | Exceeding NQS |
| 4 | Staffing arrangements: | Meeting NQS |
| 5 | Relationships with children: | Exceeding NQS |
| 6 | Partnerships with families and communities: | Exceeding NQS |
| 7 | Leadership and service management: | Meeting NQS |

Rating for: Ballara Park Kindergarten

Rating issued: January 2013

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Quality improvement plan

An assessment of the programs we offer against the National Quality Standard and national regulations. It identifies areas for improvement and includes our philosophy statement.

Quality improvement plan (PDF 1092KB)

(https://www.preschools.sa.gov.au/sites/default/files/ballara_park_kindergarten_qip.pdf)

Annual report

A report on our progress, achievements, highlights and challenges for the year.

Annual report (PDF) (http://docs.decd.sa.gov.au/Sites/AnnualReports/3608_AnnualReport.pdf)

Parenting support

Giving your child a strong start in the early years

Research tells us that quality education and care early in life leads to better health, education and job outcomes in adulthood. Children are learning and growing from the time they are born. The greatest influence on a child's future health, development and happiness is in the first 5 years of life.

We're working with families to take a 'learning together' approach about child development in the early years.

Parenting resources

Several early childhood parenting resources are available to help your child learn and grow right from the start.

Little Big Book Club (<http://www.thelittlebigbookclub.com.au/>) supports parents to read, sing and play with their children from birth, with access to book recommendations, reading packs and resources.

Dad's Read (<http://dadsread.org.au/>) offers advice for fathers to encourage reading together with their child.

Parenting SA (<https://www.education.sa.gov.au/parenting-and-child-care/parenting/parenting-sa>) has free parenting factsheets, videos and upcoming seminars on many parenting topics.

Positive Parenting program
(<http://www.triplep-parenting.net.au/au-uk/en/find-help/triple-p-parenting-in-south-australia/?itb=bc37e109d92bdc1ea71da6c919d54907>) has free seminars, workshops and one-on-one sessions for parents of children aged 3 to 12 years.

Learning with your child (GreatStart)
(<https://www.education.sa.gov.au/parenting-and-child-care/parenting/learning-your-child-greatstart>) gives parents everyday learning ideas and activities to help build their child's maths and language skills.

Raising Children Network (<http://raisingchildren.net.au/>) provides up-to-date, evidence-based, scientifically validated information about raising children and caring for yourself as a parent or carer.



BALLARA PARK KINDERGARTEN

BEHAVIOUR POLICY

As a staff team we believe:

- Children have a right to express their feelings and to be supported to develop positive behaviours that develop relationships with peers and adults
- Effective communication and learning occurs when families and educators work together to develop common goals for a child's well-being, learning and development
- That the consideration of children's individual and contextual needs are crucial to successful learning and the development of positive behaviours
- Children have the right to be supported by educators who model appropriate behaviours and ensure consistency
- All children have the right to learn in a safe, secure, caring environment
- Ensure children are able to express their feelings and be supported to develop positive relationships with peers and adults
- Value children as individuals within their family and cultural context
- Encourage open two way communication with families to ensure that children's rights are acknowledged

As a staff team we promote positive behaviour and interactions by:

- Planning for and providing an environment that promotes a sense of belonging, being and becoming and provides enhanced opportunities for learning through play
- Providing an enriching and engaging program that enables each child to experience success, a sense of well-being and gives opportunities to express feelings through sensory and other forms of play
- Demonstrate empathy and sensitivity to each child being mindful of the variety of factors that influence behaviour
- Planning enabling opportunities for the development of skills including resilience, agency, entry and exit skills when playing, appropriate risk taking, conflict resolution, independence, leadership, respect for others and communication
- Involving children in goal setting, using children as role models when developing group norms and the development of behavioural expectations
- Using a positive approach to behaviour management that takes into account child and contextual factors

We encourage behaviours that support these qualities and principles, including:

- Independent children
- Respect of the Kindergarten environment
- Respect and care for each other and people's belongings
- Actively listening and responding to others
- Co-operating with others and communicating needs
- Being inclusive of each other – accepting each other's differences, cultures and backgrounds

We will respond to challenging behaviours by:

- Reminding children of expectations and boundaries and the reasons for these
- Supporting children to problem solve, negotiate, find resolutions and manage emotions appropriately
- Using practices that support children to empathise with others and restore relationships
- Communicating with and involving families at the earliest opportunity to work together positively to assist the child's wellbeing and learning
- Assessing individual children's learning and development and reflecting on and reviewing our planned program and how the active learning environment supports positive behaviours
- Planning, implementing, monitoring and reviewing individual behaviour plans in partnership with families and support services
- Being aware of our limitations and seeking assistance when required
- Withdrawing children when they are at risk of hurting themselves or others, ensuring that an adult is with them all the time.



General information

Communication

Each family has a named pocket for notices, newsletters etc. Please check your pocket regularly. Information will be sent out in email format also. If you are not receiving emails, please come and see the Director. Please check the white board (above the children's sign in sheet) and community notice board daily for current information. Invoices for fees are placed into pockets during the first two weeks of term. We also have a parent information table just inside, next to the office door where you will find community information as well.

Dental

The School Dental Clinic at Marion is available for pre-school children if required. There is usually no cost involved for their services. Further Information is available on the SA Health website.

Donations

We are always grateful to receive donations of unused paper and cardboard for art and craft projects and packaging boxes for collage. Other items, like plastic bottle tops and lids, corks, softwood off-cuts for carpentry, small tiles and large appliance containers are also gratefully received. Please check with staff before placing items at activity tables.

Medical

We encourage families to ensure their children undertake their four year old health and development check. All children are offered a free health/development screening by Child and Family Health Services prior to starting school. Screenings are conducted at the CaFHS office at Marion Shopping Centre. Families will be notified of these opportunities by notes in pockets.

Parent involvement

Parent involvement in Kindergarten sessions is actively encouraged. The parent – child – teacher relationship is of benefit to all. Please speak to staff if you would like to help during sessions or if you can offer support in other ways. Information about our current and planned educational program is always displayed and available and we love to have input from families to enrich our program. If you have things that would be of interest to children like artefacts, photos, and unusual pets, or you can do things like talk about your job or a particular interest, or play an instrument. Please let us know as we would love to have you contribute to our program. We also appreciate parent help when we go on excursions or do other in house experiences.

Each family is requested to take a turn of doing the kindy washing for the week including tea towels, smocks etc. We are always looking for families to help with a weekend clean-up of the grounds and garden – if you are available or interested please come and speak to the staff.

Photographs

A professional photographer is engaged to take individual and group photographs of the children once a year. There is no obligation to purchase these. Educators take photos of children for observational purposes regularly and use these photos to document the learning that happens at kindergarten. These photographs can be found in children's individual learning folders.

Toys and belongings

We discourage children from bringing toys from home, as they often are lost or misplaced, however we do understand children may have security items that may help with transition, these are important to children and we are happy to have conversations with individual families about this. We do sometimes ask children to bring something related to our curriculum topic and we will always send a note home or include information in our newsletter to explain our request to families.





Our philosophy statement of principles that guide our work

- The rights of the child are paramount
- All children are successful, competent and capable learners
- Secure, respectful and reciprocal relationships with all children are vital
- Partnerships with parents and families are valued and fostered
- We have high expectations for children and staff
- We uphold principles of equity, inclusion and diversity and value all cultures
- We act in a professional manner and work collaboratively
- We demonstrate ongoing learning and reflective practice
- We actively advocate for young children and quality early childhood education
- We are active and responsible members of our community
- We are active and responsible global citizens
- Our educational program is responsive, play-based and challenging.



Skin protection policy

Research suggests that unprotected exposure to the sun during childhood is an important factor in the development of skin cancer later in life.

It is with this in mind that we advise parents of the following guidelines and procedures:

- Children will be encouraged to wear hats at all times when outside during Terms 1 and 4. During Term 2 and 3, staff will ask children to wear hats on days when ultraviolet radiation levels are 3 or above.
- Staff and Children will access the SunSmart app for UV index
- Children should come to kindergarten with a named hat at all times.
- Children should wear wide brimmed hats to provide the best possible protection.
- Sunscreen should be applied by parents to all exposed areas prior to arrival at kindergarten.
- Sunscreen will be re-applied prior to children going outside after lunch on days when Ultraviolet Radiation is high.
- Parents are encouraged to send their children in clothing that protects the body from the sun – for example a t-shirt rather than a strappy top.
- Staff wear hats and sunscreen when outside at all times during Terms 1 and 4.
- Our educational program will include information about health issues concerning sun safety.
- Experiences will be set up in the shade on days of extreme heat.

*This policy has been developed and endorsed by the staff and Governing Council.
It is reviewed every three years or as necessary.
Last review and endorsement 27 June 2018*



Government of South Australia
Department for Education



Hot weather policy

Ballara Park Kindergarten has fully air-conditioned indoor play areas, a covered verandah and well-shaded outdoor areas.

We do not vary attendance times in hot weather, but will accommodate parents' wishes if they choose shorter days because of heat factors.

In addition:

- Staff will incorporate discussions about safety and health precautions necessary on hot days in small and large groups and with individual children where appropriate.
- Staff will encourage children to have regular drinks of water, particularly on hot days.
- Staff will set up experiences in the shade on hot days.
- Staff will plan experiences that are appropriate for hot days. This includes water play and activities that require less physical exertion on hot days.
- Staff will actively discourage physical exertion on hot days.
- On days of extreme heat, parents are asked to consider attendance and take precautions with young children travelling in the heat.

Please see our skin protection policy for further information about hot weather precautions.

This policy has been developed and endorsed by the staff and Governing Council. It is reviewed every three years or as necessary.

Last review and endorsement 27th June 2018



Government of South Australia
Department for Education



Healthy food policy

Staff at this preschool aim to promote nutritional eating habits in a safe, supportive environment for all children attending this preschool. We believe that early childhood is an important time for establishing lifelong, healthy eating habits and can benefit the children in three ways:

1. Short term - Maximises growth, development and activity whilst minimising illness
2. Long term - Minimises the risk of diet related diseases later in life like heart disease, strokes, some cancers and diabetes
3. Good nutrition contributes to good health and wellbeing and this is vital for positive engagement in learning activities.

This food policy has been established after consultation with staff and parents within the preschool community with advice from a dietician from Southern Adelaide Health Services.

Curriculum

Our preschool's food and nutrition curriculum:

- is consistent with the *Australian Dietary Guidelines for Children and Adolescents in Australia*, and the *Australian Guide to Healthy Eating*
- includes activities that provide children with knowledge, attitudes and skills to make positive healthy food choices and learn about the variety of foods available for good health
- includes opportunities for children to develop practical food skills like preparing and cooking healthy food
- integrates principles of good nutrition across the curriculum where possible.
- ensures healthy food choices are promoted and are culturally sensitive and inclusive
- fits with the Early Years Learning Framework and meets requirements of the NQS.

The learning environment

Children at our preschool:

- have fresh, clean filtered tap water available at all times and are encouraged to drink water regularly through the day
- are encouraged to bring their own named drink bottle
- eat in a positive, appropriate, social environment with staff who model healthy eating behaviours.

Our preschool:

- understands and promotes the importance of breakfast for children
- teaches the importance of healthy meals and snacks as part of the curriculum
- is a breastfeeding friendly site.

Food supply

Our preschool has the following guidelines for families for food brought from home:

Fruit time

Parents and carers are asked to supply fruit and vegetables at fruit time to:

- provide children with important minerals and vitamins
- encourage a taste for healthy foods
- encourage chewing which promotes oral muscle development
- fresh fruits, vegetables or a slice of cheese are recommended for fruit time. Healthy sandwiches with savoury filling or plain unsalted crackers like Vitawheat are acceptable alternatives. Cakes, sweets and sweet biscuits are not recommended and discouraged.

Lunch time

Parents are encouraged to send a healthy packed lunch each day. This might include a sandwich, fruit, yogurt, vegie sticks etc. Children drink water at lunch time and cordials and sweetened fruit juices are not recommended.

We request that foods containing nut products are not brought to kindergarten at any time. When we have children with severe allergies to other foods attending, we will notify all families. Parents are requested to discuss their child's needs with staff.

Our preschool will ensure a healthy food supply for preschool activities, celebrations and events, limiting availability of high fat, high sugar, or processed foods like chips, pastries, cakes, lollies, crisps and soft drinks to no more than once a term, in accordance with the Healthy Eating Guidelines.

We will display nutrition information and promotional materials about healthy eating, and provide information updates in newsletters.

Food safety

Our preschool:

- promotes and teaches food safety to children during food learning/ cooking activities.
- encourages staff to access training as appropriate to the *Healthy Eating Guidelines*
- provides adequate hand washing facilities for everyone
- promotes and encourages correct hand washing procedures with children.

Food-related health support planning

Our preschool:

- liaises with families to ensure a suitable food supply for children with health support plans that are related to food issues.

Working with families, health services and industry

Our preschool:

- invites parents and caregivers to be involved in the review of our healthy food policy
- invites health professionals to be involved in food and nutrition activities with the children
- provides information from health professionals to families and caregivers on the *Healthy Eating Guidelines* through a variety of media such as newsletters, policy development/review, information on enrolment and pamphlet and poster displays
- promotes the alignment of fundraising with the *Australian Dietary Guidelines for Children and Adolescents in Australia* where possible.

This policy has been developed with and endorsed by staff and Governing Council.

It is reviewed each year

Last review and endorsement 27 June 2018



Government of South Australia
Department for Education



Curriculum

Our educational program is based on the Early Years Learning Framework, Belonging, Being, Becoming, which is the national curriculum for children from birth to five years of age. This curriculum document acknowledges the quality of relationships between children and educators as fundamental to the quality of learning that occurs within early childhood learning environments. When children have supportive relationships, they more readily explore their learning environments and engage in experiences that support their development.

Belonging: is the basis for living a fulfilling life. Children feel they belong because of the relationships they have with their family, community, culture and place.

Being: is about the here and now. Childhood is a special time in life and children need time to just 'be' – time to play, try new things and have fun.

Becoming: is about the learning and development that young children experience. Children start to form their identity from an early age, which shapes the type of adult they will become.

The framework puts children's learning at the core and comprises three inter-related elements of Principles, Practices and Learning Outcomes. All three elements are fundamental to early childhood teaching and curriculum decision making.

The learning outcomes of the Early Years Framework include:

- Outcome 1: Children have a strong sense of identity
- Outcome 2: Children are connected with and contribute to their world
- Outcome 3: Children have a strong sense of wellbeing
- Outcome 4: Children are confident and involved learners
- Outcome 5: Children are effective communicators

The indicators of preschool numeracy and literacy were developed to compliment the practices, principles and learning Outcomes of the Early Years Learning Framework. The principle of holistic learning in this document requires children's learning about literacy and numeracy to be relatable to their everyday experiences. The indicators therefore identify four key indicators of both numeracy and literacy understandings and development (including dispositions) that can be seen in play-based learning environments. The indicators are used continuously by educators to assess children's learning, communicate about learning with families and continue to plan for further learning.

For more information about the [Early Years Learning Framework](#).





Attendance

Your child will benefit from regular attendance at kindergarten. We would appreciate it if you could let us know if your child is going to be away.

Please note that we are not able to offer care outside the session times. Children cannot be left before 8.30am and must be picked up by 4.00pm.

If your child is not being collected from kindergarten by someone known to us, please let us know. We require written authority from you if another person is to collect your child. Please use the sign in sheets to let us know if your child is leaving early or being picked up by someone other than the usual pick-up person.

In the very hot weather some schools close early. Our sessions remain the same, but if you do wish to collect children early, you are welcome to do so.

Precautions against the spreading of colds, virus infections and contagious diseases are very necessary at kindergarten. Please keep children at home who are running a temperature, who are or have been vomiting, who have diarrhoea, or who have obvious nasal discharge. Please notify staff if your child is suffering from an infectious disease.





Assessment and reporting

During term 1 of kindergarten, the teachers and educators will work on building a relationship and getting to know each individual child. Teachers will check in with each family in an informal way or through a phone conversation to ensure children have transitioned well and discuss any concerns a family may have.

An individual learning plan will be written addressing individuals dispositions for learning as well as the child's literacy and numeracy learning. This information is shared with the parent or caregiver during a parent teacher interview at the end of term 1.

Term 3 we commit to a family evening with a literacy and numeracy focus and this provides another opportunity for families to connect with teachers about children's learning.

Through-out the year at kindergarten, children's learning dispositions and knowledge are continually observed and recorded in a formal and informal manner. These observations inform our planning so that we can program according to children's needs and interests. The information we collect about your child's learning is collated in their individual folders in the form of photos with analysis of learning, project work, learning memories and work samples. You are welcome to look at this information at any time. In addition, you are invited to meet with the staff on request to discuss your child's progress if you feel you need further information.

At the end of your child's year families receive a comprehensive 'statement of learning' this identifies areas of growth, their literacy and numeracy achievements and the child's dispositions for learning. This information is passed on to your child's school.

We encourage open communication between home and kindy and if you have any queries or concerns about your child's development or behaviour during the year or would like to share information about your child, please speak to staff at any time.

